

C.S. LEWIS ACADEMY

PERFORMANCE PAY PLAN

APPROVED BY C. S. LEWIS ACADEMY BOARD ON JUNE 25, 2008

The Board recognizes that quality teaching should be matched with quality compensation, and that providing incentive for higher performance will lead to greater student achievement and school success. The board therefore adopts the following policy regarding performance bonus pay for teachers.

Elements of the Performance Pay Plan

Eligibility: Teachers with a current teaching assignment are eligible to receive Performance Pay based on the teacher's individual performance using the elements and criteria outlined in the plan. Teachers who are terminated for cause or are on formal probation are not eligible.

Amount: The amount of Performance Pay available is up to \$1500 per FTE. (This amount may increase or decrease commensurate with state funding under 53A-17a-148.) The actual amount earned will be based on the percentage of points earned according to the elements of this plan.

Criteria: High Performance Teaching includes these five elements:

- Impact on Student Learning Gains
- Excellent Teacher Planning
- Excellent Teaching Practice
- Attendance
- Extracurricular Activities/Responsibilities

Impact on Student Learning Gains: 30 points total

High Performing Teachers' students make more than one year's worth of growth while in their class. Teacher impact shall be measured using a value-added model of student test scores. Tests used are the program specific tests designed with the school's academic curriculum, K¹². They are valid measurements for student growth and are consistent with the Utah State Core Curriculum.

Student progress will be measured student-by-student, not class-by-class. That is, a teacher's impact will be measured by the progress of his or her specific students over the course of the year that they were in the teacher's class. The Average Student Learning Gain will be calculated as the higher of the median or the mean of the individual growth of each measured student over the school year during which they were in the teacher's class.

Higher student growth means a higher score on the Impact on Student Learning Gains element of the Performance Pay model. The points range for this element is a sliding scale between 0 and 30 points per subject area. However, in the area of Social Studies an additional 5 points may be earned based on completion of topics taught to students during the Academic School Year.

Average Student Learning Gain	Points
Less than 1 year's growth	0
1 to 1.1 years' growth	10
1.1 to 1.25 years' growth	20
More than 1.25 years' growth	30
Total Possible Points for these four curricular areas: <ul style="list-style-type: none">• Reading Comprehension and Fluency• Mathematics• Spelling	30

- Science

Excellent Teacher Planning: 10 points total

Quality classroom instruction and management, with particular focus on teacher planning, is measured by qualified evaluations of lesson plan and design by C.S. Lewis Academy administration and/or education consultants using standards outlined in the teachers' "Goals and Objectives Plan." Teachers will demonstrate effective planning through daily lesson plans for the subject areas of Language Arts, Math, Science and Social Studies using the prescribed lesson plan template. Teachers will hand in quality lesson plans on a weekly basis no later than the first day of the week. Additionally, teachers will complete and post a weekly newsletter using the uniform template. Scores will be based upon compliance to said goals out of 34 weeks. Incomplete or unsatisfactory lesson plans will be counted.

Weekly Submissions of Effective Plans and Newsletters	Points
≤ 10	0
11 or 12	1
13 or 14	2
15 or 16	3
17 or 18	4
19 or 20	5
21 or 22	6
23 or 24	7
25 or 26	8
27 or 28	9
30 or more weeks of Plans submitted	10
Total Possible Points	10

Excellent Teaching Practice: 30 points total

Quality classroom instruction and management, with particular focus on teaching practices, is measured by qualified observers during in-classroom observations by C.S. Lewis Academy administration and/or education consultants. Standards outlined in the school's charter, developed by school administration, consistent with Board policy and approved evaluation standards, will be implemented and teachers trained in teaching expectations and practices.

Teachers must show they provide above average emotional support, classroom organization, instructional support, and student engagement. During the observation they will be scored on a 1-5 scale with 5 being the best score possible on the following dimensions:

Instruction	Classroom Organization
Content and structure	Behavior Management
Language and delivery	Procedures and Routines
Application and Assessment	Cleanliness and Safety
Emotional Support	Student Outcomes
Positive climate	Student Engagement
Regard for student perspectives	Student Understanding
School-wide Goals and Individual Goals	
Evidence of effort in meeting Goal Objectives	

Each teacher shall be observed for one hour on three different occasions. Two members of administration and/or approved educational consultants will score the teacher during each observation. Both observers' scores will be averaged to determine one combined score for each of the three observations. The three combined observation scores count towards the overall score for the Teaching

Practice element. The Performance Pay points range for this element is a sliding scale between 0 and 30 points, and the units for the points are based on the teacher's average score per dimension on the rubric.

Average Observation Score Per Dimension	Points
3.0 or lower avg. per dimension	0
Above 3.0 but below 3.5 avg. per dimension	10
3.5 to 4.0 avg. per dimension	20
Above 4.0 but below 4.5 avg. per dimension	25
Above 4.5 avg. per dimension	30
Total Possible Points	30

Attendance: 27 points total

High Performing Teachers regularly attend school and teach in class so their students benefit from the consistency and continuity of their regular classroom teacher. Students benefit from fewer disruptions and receive sequential instruction uninterrupted by substitute teachers who have not educated the students regularly. Likewise, High Performing Teachers regularly attend faculty meetings, teacher collaboration meetings and professional development opportunities. The Performance Pay points range for this element is a sliding scale between 0 and 15 points, and the units for the points are based on the number of days the teacher was present at work and for the number of meetings and professional development opportunities for which the teacher was present.

Meetings/Professional Development Opportunities Absent During the School Year	Points
Five or more Meetings absent	0
Four Meetings Absent	3
Three Meetings Absent	6
Two Meetings Absent	9
One Meeting Absent	12
Zero Meetings Absent	12
Total Possible Points	12

Days Absent During the School Year	Points
Five or more days absent	0
Four days Absent	3
Three Days Absent	6
Two Days Absent	9
One Day Absent	12
Zero Days Absent	15
Total Possible Points	15

Student Satisfaction: 3 points total

High Performing Teachers achieve high levels of satisfaction among their students.

Twice annually one mid-year and the other end-of-year, C.S. Lewis Academy shall survey students on overall satisfaction with teacher. The Performance Pay points range for this element is a sliding scale between 0 and 3 points, and the points are based on the percentage of students rating their classroom teacher as satisfactory or higher on a questionnaire of 10 questions.

Percentage of Students Rating Satisfactory or Higher	Points
Fewer than 70 percent of students rate the teacher satisfactory or higher	0
70 percent of parents rate the teacher satisfactory or higher	1
80 percent of parents rate the teacher satisfactory or higher	2
90 percent of parents rate the teacher satisfactory or higher	3
Total Possible Points	3

Extracurricular Activities/Responsibilities: Up to 5 extra points

High Performing Teachers achieve high levels of satisfaction among their peers, parents, administration etc. for services rendered outside of regular classroom duties. C.S. Lewis Academy recognizes these added benefits to the school community by rewarding teachers additional points for each extracurricular activities and/or responsibilities they undertake. Teachers must receive prior

approval of activity. Upon proposals of extracurricular activities and/or responsibilities amount of point will be allotted by the Director. Teachers are encouraged to participate and share their skills and expertise in as many extracurricular areas as they wish. However, they may only earn a total of 5 extra points and not to exceed the 100 total points available.